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ABSTRACT

Over 85 government publications, newspaper articles, monographs, and syllabi published between October and December 1981 are cited in this annotated listing. Entries are listed alphabetically by author under the following topics: educational administration, organization, and finance; curriculum; educational planning; examinations; higher education; Islamic education; language teaching; libraries; literacy; children's literature; medical education; professional education; science education; sociology; special education; student problems; teachers; teaching methods and media; women's education; general subjects; and textbooks. An author index is included. (KC)

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SELECTED BIBLIOGRAPHY AND ABSTRACTS OF EDUCATIONAL MATERIALS IN PAKISTAN

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ADMINISTRATION, ORGANIZATION AND FINANCING OF EDUCATION

1. AHMED, Imamuddin. The ordeal of An Admission-Seeker ..... Dawn (Karachi) November 24, 1981.

A very disturbing fact has recently come to light, that over 2,000 First Divisioner medical students of Sind will have to wait for six long months for admission to medical colleges because of delay in announcing results by various Intermediate Boards of Education in the Province. Uncertain admission policy, shortage of seats in the existing medical colleges, back-door methods, favouritism and ignoring of merit during selection are also the causes of the loss of academic year of such students. This is, in fact, a big waste of invaluable national talent and resources. The Board of Education in the country should coordinate their admission, examination and result policies. There should be uniformity at all stages, so that no institution in any province suffers.

2. FATIMA, Niaz, Education Department .... Pakistan Times (Lahore) October 4, 1981.

It is through sharp controversy in the press that one learns with concern about the deteriorating academic standards. The vulnerable points are identified every now &hdthan but no steps have been taken to stop the rot in education. The system can still produce better results if the following steps are taken in all sincereity and honesty: 1) The district education officers be immediately divested of all appointing and transferring powers, harnessing them exclusively to the job of guidance and supervision of academic activities of the teacher and the taught. 2) Officers with missionary spirit, invulnerable to cheap temptations and economic stresses, be posted in senior and executive positions. 3) Maximum facilities be provided to the village school teachers, raising their salaries and other allowances to the level of those of their urban counterparts. 4) Promotion channels for the vernacular teachers should be opened, as it is unnatural to expect better performance from a frustrated class.

3. HAMID, Ghulam. Private Taaleemi Idaray Ka Kirdar (The Role of Private Educational Institution) ..... Mashriq (Karachi) December, 1981 (U).

The decision to nationalize private educational institutions

was not a wise decision. This decision has greatly harmed the cause of education in the country.

Nationalization has brought about a number of defects in our educational sphere. The standard of teaching has gone down. The ratio of failures has increased. It has affected the discipline in schools. The student community, off and on resort to strikes. Malpractices in the examination halls are rampant. Teacher-student relationship has deteriorated. All these defects are the result of nationalization of educational institutions.

4. HUSAIN, Hashim. Private Colleges ..... Dawn (Karachi) October 28, 1981.

At long last, it was realized that private colleges were indispensible. However, the Government also indicated that the permission to educational societies to open colleges should not be taken as a denationalization move. This negates the very spirit of the Government's move to promote education through the private sector. It would amount to give something with one hand and take it away by the other. The private owners would certainly not repeat the mistake of investing hard-earned money in opening new colleges.

It is, therefore, necessary, that the Government returns all taken-over educational institutions to their previous owners, so that they may put a new life in these dying institutions, besides opening new ones, as envisaged by the Government.

5. JAFFERY, Iqbal. Private Colleges Again ..... Viewpoint (Lahore) November 5, 1981.

The Sind Government is understood to have decided to give permission to open private colleges in Karachi. In this regard, the Provincial Government has requested the Federal Government to make amendments in the Martial Law Regulation under which the colleges and schools were nationalized and which was given constitutional cover. The decision to allow private colleges in the city was taken because the provincial government is not in a position to open new colleges to cater to the increasing number of students. The present colleges have enrolled students in excess of capacity and the classrooms are overflowing with the students. In some cases, there are more than 150 students in one class.

However, neither the teachers nor the parents are happy over the

opening of private colleges in the city. The teachers are of the view that if private colleges are allowed to function, then once again exploitation of teachers will start as has been witnessed in the past. The parents' worry is that private colleges will charge high tuition fees and the Government and nationalized colleges will not admit students over and above their sanctioned strength.

6. NAQVI, Tahir. Colleges in Private Sector ..... Dawn (Karachi) October 21, 1981.

In a country, where too little is spent on education and where marginal increases in the education budget are largely offset by inflation, private initiative cannot be refused a supportive role. But this has to be entirely genuine. Education is not a form of business activity and should not be allowed to degenerate into one. Past experience of private enterprise in education has not been a wholly pleasant one. If another experiment is to be made, it should rule out rapacious proceedings absolutely. The right method will be to promote the formation of educational societies and foundations which proceed to set up and run educational institutions in a true spirit of dedication.

7. NIAZI, Yaseen Khan. Taaleemi Zaboonhali Ki Asl Wajooh (Main Reasons for the Sad Plight of Education ..... Nawai Waqt (Karachi) October 8, 1981 (U).

There are three main reasons for the sad plight of education in the country. They are : 1) In 1970, all the schools of the district boards, and in 1971 all the private and local bodies schools, other than English medium schools, were nationalzed by the Government. This was not a wise step. Due to this step a number of administrative problems cropped up. In the early period of 1971, the number of public schools was about 400, but the number increased to about 1300 by the mid of the same year. Had the number of administrative staff was also increased in the same proportion, the situation would not have been so serious. 2) During the last twelve years, educational expansion in the country has been made without planning. As a result, the government established schools and colleges at places where schools and colleges were not needed, and failed to establish where these were needed. 3) The people who have been appointed in the key posts of planning and administrative sectors of education are not suitable because of their lack of experience and aptitude.

LUM

CURRICULUM

8. TIGGA, Abdul Hamid. Nisab-e-Ta'aleem (Curriculum) ..... In. Moashra, School Aur Ustad, 131 - 141. Lahore, Amjad Book Depot. May, 1981, (U).

All the activities which are included in the time table of a school are included in curriculum. Curriculum is the objective on which a nation is educated and through which the nation fulfils its social obligations. The whole educational set up is based on its curriculum. A curriculum does not come automatically. It is developed by social forces. With the change in social conditions, curriculum also changes.

The topic is discussed in some detail under the headings: 1) development of curriculum; 2) changes in curriculum; 3) values and curriculum; 4) parents and curriculum; 5) studensts and curriculum; 6) process of curriculum development; 7) principles of curriculum; and 8) curriculum and community needs.

EDUCATION PLANNING

9. AHMED, Akhlaq. Flaws In Education ..... Viewpoint (Lahore) December 17, 1981.

A report on the scramble for admission to Lahore colleges has once again highlighted some of the most fundamental flaws in our educational system. To begin with, only a small percentage of the matriculates has succeeded in gaining admission to colleges. The situation is not likely to be much different in other principal cities of the country and should be decidedly worse in mufassil towns. A simple matriculate is incapable of adopting any attractive career. The only possibility of acquiring further knowledge, other than college education, open to him is a course in technical discipline. But here too, the candidates greatly exceed the seats available. Unless effective steps are taken to improve the standard of school education, we will continue to be confronted with increasing crowds of aimless youth who do not know what to do with themselves beyond the matriculation stage.

10. ANSARI, Ameer Ayyub. Education .... Dawn (Karachi) October 11, 1981.

The general belief among the parents is that our standard of education is poor because the teachers do not discharge their

duties honestly and the students do not take serious interest in their studies. It is not possible for parents to discover the real cause. It is pointed out that the factors responsible for our low standard of education must be found out by the Ministry of Education. It is a matter of great importance for our future national welfare, If a research has not so far been conducted, the Ministry should do so at an early date and tell the people what is wrong where and why, and what steps are necessary to set things right.

11. HASHMI, Rashid. Nizam-e-Ta'aleem Mein Bunyadi Tabdeelian (Basic Changes in the System of Education) ..... Nawai Waqt (Karachi) November 2, 1981 (U).

In view of the present deterioration in the standard of education, and with growing ratio of failures in examinations, it is necessary to change the system of education at once. In spite of the fact that, a number of educational policies were introduced in past for the improvement in the standard of education, no tangible results were achieved. Our educationists failed to remove the defects in the system. Instead of any improvement the standard of education continues to deteriorate and the ratio of failures is on the increase. It is high time that a new policy is framed which is pragmatic and realistic, and which actually improves the standard of education.

12. KHAN, Mohammad Rafiq. Education Planning ..... Pakistan Times (Lahore) October 2, 1981.

As to the appropriate aptitude for the appropriate stage of subjects nothing should be forced upon developing minds. Students need to be subjected to essential aptitude tests at different stages of schooling to screen out those unfit for study at the next level. The drop-outs at each stage need to be engaged for appropriate jobs according to their education and capability. Under the prevailing four-tier system, the stage of screening may fail after primary, secondary, intermediate college and degree college levels, Headmasters of schools and principals of colleges should keep a record of drop-outs at different stages. Duplicate copies should be sent to the Government for preparing of a cumulative record. Both school or college administrations and the Government should help the drop-outs in seeking suitable jobs befitting their aptitudes. Every educational institution should have a career advisory service which should maintain a record of the manpower and vacancies existing in Governments and private establishments. The lack of communication and coordination are the major constraints on absorption of the educated unemployed.

13. SIDDIQI, Hafizur Rahman & ANAS, Ahmad. Ta'aleemi Policy-1979 (Educational Policy-1979) ..... Islamabad, Institute of Policy Studies. 45p. June, 1981 (U).

This is a critical study of the Education Policy, 1979 showing the achievements of the last two years in regard to the Education Policy. Suggestions have also been advanced for improving the conditions.

The subject is discussed under the headings: 1) Education Policy, 1979-two-year implementation, analysis and suggestions; 2) objectives; 3) implementation policy; 4) priorities; 5) education of citizens; 6) co-education 7) students' activities; 8) literacy movement; 9) primary teachers; 10) mosque and mohalla schools; 11) medium of instruction; 12) syllabus and textbooks; 13) female education; 14) Islamic education and Arabic; 15) madrassa education; 16) teacher education; 17) National Education Council; and 18) real problem and its solution.

14. WASAY, Abdul. Need for Education and Training for Rural Exmplo Employment ..... In: Basic Needs and Rural Development, 903-906. Peshawar, Pakistan Academy for Rural Development. 1980.

With the rapid growth of population, the increasing labour force in the rural areas is unable to find alternative jobs in the non-agricultural activities. A great stress is being laid on the creation of job opportunities. But mostly these are not accompanied with the requisite supply of skilled labour, due to lack of training facilities and motivation. A comprehensive assessment of the demand and supply of the skills should be made to help evolve a proper planning strategy. This strategy should be in line with the rural development objectives.

For a successful achievement of the rural development objective, the human resource development is a must. This can be done by giving a techno-socio-economic bias to the general education at the primary and secondary school level. It can also be done through a program of non formal education for specific skills training.

ELEMENTARY AND SECONDARY EDUCATION

15. HAFEEZUDDIN, M. Primary Education ..... Morning News (Karachi) December 12, 1981.

Time and again it has been brought to the notice of the Education Department that the standard of education in the government Primary schools need to be improved, but no step has so far been taken in this regard. Once again the Education Department's attention is invited to the fact that in government Primary schools from Class I

to class V, there is no English teaching. It is not understood why the Education Department has not been able to prescribed English book in class 1 as in the case of other languages. On the other hand, in private schools, English teaching starts from class 1. This type of difference in education is the creation of the Education Department. It is hoped that this difference between a government and a private primary schools would be removed.

16. HAMDD, M.A. English Medium School Aur Hukumati Pabandi (English Medium Schools and Governmental Restriction) ..... Nawai Waqt (Karachi) October 19, 1981 (U).

It is a matter of concern that despite restrictions of the Government, English medium schools are prospering. What is more, the number of such English medium schools which have not made any arrangements for the teaching of Urdu is quite big. The owners of these schools are defying the orders of the Government regarding introduction of Urdu in their schools. It is, surprising why the Government is not taking any action against these schools. This policy of the Government has emboldened the management of these schools. Government should take necessary measures to ensure observance of its policies.

17. HASHMI, Khalid Mahmood. Primary Ta'aleem Ka Naya Dhancha (New Structure of Primary Education) ..... Imroz (Lahore) October 14, 1981 (U).

Primary education which is the corner stone in education structure needs urgent attention by the government. This is the most neglected sector of our national education. Teachers who are recruited for primary shhools are generally not trained. In most of the cases they are matriculates and lack teaching experience. Textbooks are also not according to the mental level of young students. What is more, textbooks are generally without pictures which do not attract the students. Printing is also not up to the mark. All this coupled with the inexperienced teaching staff, has affected the standard of our primary education a great deal. The whole structure needs to be reconstituted. Unless primary education is given top priority, the standards of secondary education will not improve.

18. HASHMI, Khalid Mahmood. Schoolon Kay Achanak Moaaeney Ka Purana Tariqa Bahal Kiya Jai (The Old System of Sudden Inspection of Schools To Be Restored)..... Imroz (Lahore) October 21, 1981 (U).

In view of the existing defects both in the structure and administration of primary and secondary schools, to restore the

necessary to restore the old system of inspection of schools. The over all standard of the schools has gone down mainly because of the fact that there does not exist any inspection team. In past when the inspection team did exist, the standard of education was not low to this extent. Now the teachers are quite free to do whatever they like. They go to the class of their own accord. They are not serious to complete the course. What is also needed is to set up a separate directorate for schools. This might help improve the existing flaws and defects both in the administration and teaching.

19. HUSAIN, Akhlaq, Baluchistan Kay Schoolon Mein Saiensi Ta'aleem (Science Education in Baluchistan Schools) ..... Hurriyat (Karachi) November 19, 1981 (U).

As compared to other provinces of Pakistan, Baluchistan is an underdeveloped province. This underdevelopment is not confined only to economic and social sectors, the people are also deprived of the blessings of basic education. The percentage of education is the lowest in this province. There are only 70 high schools, and 855 middle schools, in the whole province. Out of these institutions only in 30 high schools and 180 middle schools science teachers are available. On the school level, the situation of science teaching is not happy.

The Government should pay immediate attention to this important issue and give priority to it over all other issues.

EXAMINATIONS

20. ABBAS, Salma. Naqal Ka Zimmedar Kaun? (Who is Responsible for Cheating in Exam ?) ..... Nawai Waqt (Karachi) October 26, 1981 (U).

We cannot hold the teachers responsible for cheating in examinat on halls. Students are themselves responsible for this state of affairs. Most of the students do not mind cheating in examination halls, because they are not serious in their studies. Their objective is only to obtain the degree. This habit of cheating in examination halls will continue so long our student community does not take serious interest in studies. This habit of cheating cannot be checked without strict measures against the students who indulge in this activity.

21. ASIF, Mohammad. Semester System Nakam Kiun Hua? (Why Semester System Failed?) ..... Imroz (Lahore) October 18, 1981 (U).

Semester system was introduced in the Punjab University in 1975. This step was taken in view of many defects in the old system of

examination. It was felt that the semester system would prove much better than the old system. The semester system was launched, but very soon it became unpopular both among the teachers and the students. The various defects of the semester system are mentioned. The system has affected the standard : student relationship weakened; students started engage themselves in non-academic education activities; demands and strikes affected the academic atmosphere a great deal; there started irregularity in the schedule of examination; students were seen more eager to get more marks to improve their grade. Recently the Public Service Commission pointed out that the M.A. students are no better than the matric students. In view of these defects and protests by teachers and students, the semester system was abolished in 1981.

22. HAIDER, Amir, Examination Rules ..... Dawn (Karachi) October 15, 1981.

The rules being applied to the graduate candidates who take the B.A./B.Sc. examination to improve their divisions are causing a serious anomaly. A qualified graduate has to reappear in all the subjects and, if he does not secure a higher aggregate, his efforts go in vain. On the other hand, a fresh candidate failing in one or more subjects, has four chances to clear those subjects in instalments and thereby is placed at an advantageous position. The Chancellor of the Punjab University is requested that the anomaly may kindly be removed in the following manner: 1. Allowing graduate-candidates to take the examination in the subjects of their own choice, instead of all the subjects at one time. 2. Allowing as many chances as are given to those who do not pass in all the subjects. 3. Retaining the highest marks obtained in each subject at any stage of improvement.

23. MOHAMMAD, Zahoor. House Examinations. .....Pakistan Times (Lahore) November 14, 1981.

In most of our schools, right from primary to matric, the answer sheets of house examinations are not given back to students after marking. So the parents do not know the actual shortcomings and accomplishments of their children. In many cases only grades are declared and the students and parents are not apprised of the marks obtained. House exams are conducted to guage the progress made by students upto a certain period of the year. The marked answer sheets, if returned, will help the students and their parents to discover well in time the weaknesses and flaws. It should therefore, be obligatory on all teachers to return the answer sheets to students after marking.

HIGHER EDUCATION

24. ALI, Amanat. Unwise Course ..... Dawn (Karachi) December 31, 1981.

The authorities concerned have recently extended the teaching of Islamiyat and Pakistan Studies beyond the Matriculation stage and have prescribed these two subjects at all levels of higher education including the professional curriculum for medical, engineering and technological studies. It is presumed that instruction in these two subjects will promote Islamic values and develop the spirit of patriotism among the students. During the period of 10 years of education in primary and secondary schools, pupils learn all the fundamental principles and tenets of Islam which are essential for the performance of religious duties and obligations. Imposition of these two subjects on students at higher levels of education could generate indifference and aversion towards further instructional program in these subjects. The authorities concerned are requested to reconsider the suitability of including these two additional subjects in the courses of studies for higher education.

25. HAQ, Ikramul. Majority Fails to Eneter Colleges ..... Viewpoint (Lahore) September 10, 1981.

For over a fortnight, Lahore has been in the grip of an "admission crisis" with thousands of students running from college to college. In the end, only a little over 30 per cent of the candidates- about 7,500 in all - succeeded in securing admission to Lahore colleges. The number of students passing the secondary examination of the Lahore Board stood at 32,566. The number of colleges in the city is too small to accommodate all the matriculates. The result is that every parent is worried how to get his son or daughter admitted into a 'good college'. The merit list gets mixed up, the administration succumbs to outside pressure, and the whole system ends up in chaos.

26. HASHMI, Khalid Mahmood. Pakistan Mein Iqtesadiyat Ki Ta'aleem (Teaching of Economics in Pakistan) ..... Imroz (Lahore) December 29, 1981 (U).

The standard of teaching of economics in Pakistan is unsatisfactory. The textbooks on economics which are available in Pakistan are not upto date. What were taught in Western countties forty years ago, are being taught today in our country. It is a matter of concern that our teachers are not serious to add to their knowledge the modern knowledge of economics. They are also not serious to prepare practical plans to change the syllabus and make it upto date. What is more, those who prepare question papers on economics are either the degree holders or their mental level is very low. They simply

collect the question papers of last three years and then prepare new question papers.

27. JAFFERY, Iqbal. Private Colleges Again ..... Viewpoint (Lahore) November 5, 1981.

The Sind Government is understood to have decided to give permission to open private colleges in Karachi. But neither the teachers nor the parents are happy over the opening of private colleges in the city. The teachers are of the view that if private colleges are allowed to function, then once again exploitation of teachers will start as had been witnessed in the past. They also apprehend that once any amendment to the relevant Regulation is made, the previous owners of nationalized colleges will attempt to take their colleges back. The parents' worry is that private colleges will charge high tuition fees, and they will not be in a position to provide college education to their children.

28. KAMRAN, Mujahid. Punjab University ..... Pakistan Times (Lahore) November 27, 1981.

The affairs of the Punjab University are not in good shape on account of financial difficulties. The university can provide accommodation only to 30 per cent of its teaching staff. Promotions are so slow and as a result people have either left jobs or fallen a prey to the most bitter kind of frustration. For instance, out of 105 lecturers at least 35 are due for promotion since long. The number includes 17 holders of Ph.D degrees with an average of 10 years' service. The university needs to expand, but the number of teachers since 1969 stands around 300. The university is short of qualified staff. In most of the departments posts are lying vacant because qualified people are not willing to come to an institution which does not give them adequate housing facilities and promotions and other benefits.

29. KHURSHID, Abdus Salam. Universition Ki Faza (The Environment of the Universities) ..... Mashriq (Karachi) October 9, 1981 (U).

What is most important today is to improve the educational climate of the universities. Power-politics has poisoned the atmosphere of our universities. It is due to the pressure groups in the universities that the compilation of syllabus, holding of examinations on time, discipline in and around educational institutions etc. all have greatly suffered. Administrative section of the universities is also not working on proper lines. Teachers are little interested in their class work and the students are indulging in all sorts of unhealthy tactics that poison the

academic atmosphere. This sort of atmosphere in universities has adversely affected the standard of education. Serious efforts are needed to improve the academic environment of our universities. Unless corrective measures are taken, the academic atmosphere of the universities would continue to deteriorate.

30. RAFIQ, Mohammad. Evening Classes..... Pakistan Times (Lahore) October 28, 1981.

At present facilities for evening post-graduate studies are not available in Rawalpindi/Islamabad. Owing to financial circumstances, people are compelled to abandon studies and seek jobs to support their families. But the desire for knowledge remains there and almost in all such cases individuals try their best to improve their qualifications and to get better jobs. Though in the twine cities, there are some private evening colleges, where M.A. classes are being conducted, but these are on purely commercial basis. They have neither experienced and qualified staff nor adequate accommodation, furnitures, libraries etc. Moreover, they are charging exorbitant tuition fees. It is felt that there should be an institution where regular M.A. evening classes are conducted with all the relevant amenities. If it is not possible the timings of present post-graduate classes in various colleges should be so adjusted that people in service may also be able to benefit from them.

ISLAMIC EDUCATION

31. KHALID, Salim Mansoor. Islami Nizam-e-Ta'aleem Aur Pakistan Kay Hawalay Say Musharrah Kitabiyaat-e-Ta'aleem (Annotated Bibliography of Education in connection with Islamic Education System and Pakistan) ..... Islamabad, Institute of Policy Studies. 88p. September, 1981 (U).

This is an annotated bibliography covering basically books on Islamic education system in Pakistan. It covers educational writings from 1880 to 1981, and annotation is provided for all available titles. However, in some cases only names of books are given, as actual books were not before the compilar. Each entry provides name of the writer, name of the book, place of publication, year of publication, edition, pages and annotation where possible.

The contents of the bibliography include: 1)annotated books; 2)education indices; 3)unpublished writings; 4)unannotated books; 5) annotated English books; 6)unannotated English books; and 7)index of writers.

LANGUAGES, TEACHING OF

32. ABDULLAH, Syed. Nizam-e-Ta'aleem Mein Arabi Aur Farsi Say Betavajjohi (Lack of Interest in Arabic and Persian in Education System) ..... Nawai Waqt (Karachi) October 4, 1981(U).

In the latest Inter Curriculum Scheme (1980) efforts were made to reduce the importance of Urdu, and Arabic and Persian were included in the list of seventeen languages of the East and the West as any other language. This decision has made these two languages (Arabic and Persian) as something unimportant. On the other hand, English language and literature were given undue importance. The unfortunate aspect of the whole matter is that Urdu which is the national language of Pakistan was brought at par with Arabic and Persian like the regional languages. The motive is quite obvious. It means that those who are required to learn other language after English may turn to any regional language.

33. KALIM, M. Siddiq. An Approach to English Language .... Pakistan Times (Lahore) December 11, 1981.

In view of the great international status of English, it is only reasonable that we stick to English at least for international purposes, though our dependence on it for intellectual and cultural purposes too will continue for a long time to come. The problem today is to develop our regional and national languages on sound lines as well as maintain our traditional high standards of English. As to instructional techniques, the old method of formal grammatical drills has already been replaced. We have taken to the applied grammar technique since 1960 when new textbooks were written, and the lessons based on graded vocabulary and structures were introduced for the first time. Lessons were followed by extension exercises in applied grammar and structures and vocabulary. Functional method based on restricted vocabulary and graded structures within a framework of applied grammar may perhaps be the best solution for us, and may give better results. It is high time that we have a language institute which can play a key role in the teaching of English.

LIBRARIES

34. HASAN, Ahmad, Library Needs..... Pakistan Times (Lahore) December 20, 1981.

The conditions of most of the libraries in the country are not satisfactory. Over the past decade, instead of keeping abreast of the latest international publishing and reading trends, the librarians have shown marked preference for subjective and

unscientific material. Majority of the librarians has little sense of book selection, and has become increasingly subject to the corrupt practices of the book trade. The evil of 'commission' has become an unwritten law of the library business. It is embarrassing to confess that the only efficientlibraries in the country are run by foreign missions. Libraries exclusively meant for children are almost non-existent. The need is, therefore, not only for major extension and expansion in the sector but also for radically restructuring the functioning of the libraries.

35. MALIK, Sain Muhammad. Library Science Classes ..... Khyber Mail (Peshawar) October 23, 1981.

The Post-graduate Diploma Course (M.A. Previous) in Library Science was introduced in Peshawar in 1962. Even after 20 years, there is no arrangement for M.A. (Final) classes in this province. The diploma holders of this province as a result are not eligible to compete at national and international level. Not only this but all the posts at the center also go to other provinces. Most of the librarians cannot afford to complete their studies at the universities of Sind or Punjab. The University of Peshawar and University Grants Commission have already approved the syllabus in 1974. The Vice-Chancellor of the University of Peshawar is, therefore, requested to start the M.A. classes of Library Science at an early date.

LITERACY

36. ASIF, Mohammad. Khawandgi Ki Sharah (Ratio of Literacy) .... Imroz (Lahore) November 25, 1981(U).

The present 24 per cent rate of literacy in the country is not at all encouraging. It is unfortunate that even, after thirty four years of independence we have failed to achieve literacy goals. Inspite of our claims that adult literacy centers would be opened throughout Pakistan and serious efforts would be made to wipe out illiteracy, we have not achieved any progress in raising the literacy rate in 34 years. In rural areas we have very small number of primary schools and adult literacy centers. However, we are very enthusiastic in opening schools, colleges and universities in urban areas, and providing maximum facilities to institutions located in the cities. This attitude has not helped the cause of literacy in the country.

37. KALIM, M. Siddiq. Open, Life Long Education ..... Pakistan Times (Lahore) November 25, 1981.

Open education lends itself to a variety of interpretation. It is, generally speaking an alternative even an opposite system of

education which embraces the non-formal together with the lifelong and continuing education for those who have little opportunity in the conventional stream of education. Generally, this applies to post-secondary education, though it may at times include school education. The restrictive characteristics of the formal system are done away with in open education.

The restrictive learning environment in the form of face-to-face teaching in classrooms and lecture-halls does not permit the use of tremendous potential of modern communication media to bridge distance and create new learnin environments. Open education provides the opportunity to take full advantage of the modern communication media.

38. MASIHUZZAMAN, Mohammad. 'Mass Education' ..... Dawn (Karachi) October 5, 1981.

By running and winding up one of the largest programs of adult literacy in the world, it is being felt that great injustice has been done in this regard. The failure of this program lies in its ignoring two basic facts of our social, political and cultural life. First, any program for making the natives literate must be conducted in vernacular. The English language being the status symbol in our society commands respect, recognition and many social benefits. Unless vernacular has the same status, why should people acquire it. Secondly, it is not realized that there exist in Pakistan two nations- the vernacular masses and the English educated rulers. Without removing this difference, there is little likelihood of a literacy program making much headway in this country. If the necessary education is provided to the farmers, misteris, artisans and foremen to improve their skills, people will flock to literacy classes and perhaps pay well for their lessons.

LITERATURE FOR CHILDREN

39. SHAIKH, Sultana Jamil. Bachchon Kay Adab Ki Tarveej-o-Ishaat Mein National Book Foundation Ka Hissa (The Role of National Book Foundation in the Development of Children's Literature) ..... In: Report on the National Workshop on Textbook Writing, 16-19. Jamshoro, The Sind Textbook Board, November, 1981 (U).

The importance of books in the modern age need not be emphasized. Conscious of the importance of books in the national development, the Government established the National Book Foundation. This is a book producing organization in the public sector with the sole objective of producing and procuring books for students at cheaper rates. As a result of its efforts, hundreds of very costly foreign textbooks are now available at much cheaper rate

for our students in the country.

A very important project of the Foundation is the preparation and production of supplimentary reading material for young children. For the first time in the history of the country a set of about one hundered books, beautifully produced with attrative colour illustrations, has been published. These books are available at a very nominal price. All these books have been prepared after thorough research, and keeping in view the psychology of children.

MEDICAL EDUCATION

40. IMAM, Ozair. Medical Education ..... Dawn (Karachi) November 17, 1981.

There is a concern over the falling standard of medical education. The situation needs serious consideration. It can be said without any doubt that the cause of this lies in the low standard of teaching and lack of interest by teachers in the Medical colleges. As far as students are concerned, the best boys and girls take admission in medical colleges. The present system of admission on merit provides the finest raw material for producing doctors. The government, therefore, should pay full attention to the teaching standard. Study may also be carried out for improvement, in the pre-medical course, to make it best suited for further specialised education. The existing system of admission on merits, provides unhindered opportunity of admission to all deserving students. Any provision of tests before admission will create corruption, injustice and pressure of all sorts and kinds.

PROFESSIONAL EDUCATION

41. CHAKRABORTY, S.S. Vocational Training for the Rural Poor .... In: Basic Needs and Rural Development, 792-797. Peshawar, Pakistan Academy for Rural Development. 1980.

Everybody in the Third World countries is very much concerned about socio-economic condition of rural poor. Undoubtedly agriculture or crop-cultivation holds the most important place in providing employment to the rural folk. But inspite of improvement in farm technology, direct agricultural services are not able to give employment to the millions of unemployed people in these countries. As an alternative, allied occupations like fisheries, animal husbandry and cottage industries are thought of as means to create rural employment.

Introducing innovations in these areas, have, as a matter

of fact.. a lot of problems. This must be examined in the context of the rural poor who cannot take any risk for undertaking innovations.

The topic has been described under the headings: 1) problem of selecting the trainees; 2) training set-up; and 3) follow up measures. There is also a table titled: "Demonstrative Model of Vocational Training Program."

SCIENCE EDUCATION

42. HASHMI, Khalid Mahmood. Science Ki Ta'aleem (Teaching of Science) ..... Imroz (Lahore) December 23, 1981(U).

The bureaucrats have always created difficulties in the promotion of teaching of scinece in the country. They do so because generally they have no back ground in science education. As such they do not encourage experts in science education, the teachers and the reserchers. There is no dearth of highly qualified science teachers in the country, but the opening for them is limited. For the researchers, laboratories are not available. Another bottle-neck in the teaching of pure science is the increasing trend in our talented students towards engineering and medical education. Very few good students are willing to go for B.Sc or M.Sc. They feel that there is no opening for them in practical life. For a developing country like Pakistan, we are in need of scientists. It is pointed out that the present curricula of B.Sc. and M.Sc. is not upto the mark.

SOCIOLOGY

43. TIGGA, Abdul Hamid. School Aur Tabqay Mein Ta'alluq (School and Community Relationship) ..... In: Moashra, School Aur Ustad, 86-99. Lahore, Amjad Book Depot. May 1981(U).

The term community is defined. A school is a basic institution and an important need of the community. The pattern of social life of a community more or less depends on its schools, which produce the raw material for the social life of the community. School is the training ground for the children of the community and it teaches basic principles of social life. The nature and status of a school in the same way depend on the community interest.

The subject is discussed briefly under the headings: 1) school and social environment; 2) functions of school; 3) social environment of the community; 4) community influences on school; 5) school influences on community life; 6) teacher, school and children; and 7) relationship between school and community.

44. TIGGA, Abdul Hamid. Ta'aleem Kay Moashrati Maqasid (Social Aims of Education) ..... In: Moashra, School Aur Ustad, 115-127. Lahore, Amjad Book Depot. May, 1981(U).

The aims and objectives of education are very wide and cover the entire social life of an individual, Every society develops its own education system. The education system does not only reflect the society as a whole, but helps in achieving the objectives of the society. As the education system is the reflection of the society itself, it is the social aims that are the main objectives of the education system.

The topic is discussed in detail under the headings: 1) social education; and 2) aims of social education. The aims of social education include: a) creation of sense of social responsibility; b) employment technique; c) social change; d) achievements of social ideals; e) socializing personality traits; f) cultural transmission; and g) social control.

SPECIAL EDUCATION

45. CHAUDHARY, Nusrat. Special Schools ..... Pakistan Times (Lahore) December 20, 1981.

We must keep in mind the object of opening comprehensive schools. For these schools special staff was recruited, special and extraordinary promotion prospects were provided, special courses of study were designed, and special equipment and buildings were made available. In return for all this, special results and quality education were expected. It is very surprising that a great gap exists between the input and the output. Any step that goes against the scheme will be extremely harmful. Stopgap arrangements should be done away with, otherwise it would be a sheer waste of human and material resources.

STUDENTS' PROBLEMS

46. HAQQANI, Irshad Ahmad. Talaba Mein Bechaini (Unrest Among Students) ..... Jang (Karachi) December 12, 1981(U).

Although our educational institutions are facing numerous problems, like inadequate material resources, lack of uniformity in syllabus, a sense of insecurity among teachers and defective, educational planning. However, the most crucial problem that has affected our education is the growing unrest among students. There is a class of students who always wants to study seriously and hates politics but then there are some elements in students who are very much interested in politics. It is necessary to take effective measures for the restoration of peace in educational institutions. It is also necessary for the Government to appeal

the leaders of the political parties not to indulge in student politics. Unrest among students will only result in the waste of precious times of the students.

TEACHERS

47. ALI, Anita Ghulam. Discrimination ..... Dawn (Karachi) October 24, 1981.

It is our contention that as from September 1, 1972, the nationalized college teachers are Government servants. And therefore, entitled to equality in treatment, particularly in appointment to higher posts. The Malir Government College, where a nationalized cadre teacher has been appointed principal is the only example of the kind. There are, to be precise, 15 nationalized colleges in Sind where government cadre teachers have usurped the position of the Principal, and no teacher of the nationalized cadre occupies any position in the Secretariat, Directorates or Boards, and none of the new colleges, about 20 havehad Principals from the nationalized cadre.

48. HASHMI, Khalid Mahmood. Asateza Aur Private Tuition (Teachers and Private Tuition) ..... Imroz (Lahore) October 28, 1981(U).

Although no tuition fee is charged in government schools from the students and government is responsible for all the expenses, still the majority of our teachers of these schools is engaged in private tuition. The teachers who teach English and science subjects are not honest with their work. They neglect in their duties in the hope that students would come to them for private tuition. Most of the students of matric class are generally weak in English grammar. The basic reason is the lack of interest on the part of teachers in teaching this subject to their students. The teachers in most cases do not complete the course during the academic year. This is done only because they know that the students would request them for private tuition. It is high time that the government takes note of this.

49. HASHMI, Khalid Mahmood. Kharab Nataij Kay Zemmedar Asateza Hain (Teachers Are Responsible for Bad Results) ..... (Lahore) November 11, 1981(U).

It has to be admitted that majority of teachers hardly care to attend their classes regularly and work honestly for the students. Academic year comes to an end and the course is not complete in many cases. Often it has been observed that teachers attend classes, but they do not teach the students. They just gossip or do their own work in the class. This attitude of the teachers has

greatly affected the standard of education. It is due to this attitude that the percentage of failure has increased tremendously. In order to stop the tendency of irregularity among teachers, drastic steps need to be taken. All the teachers must be warned that if the results are not good and the percentage of failure is not reduced, their increment will be stopped and they will not be promoted. Such drastic action might force the teachers to mend their behaviour.

50. KHAN, Abdul Majid. Jabri Tuition Per Pabandi Aaed Ki Jae (Forced Tuition be Banned) ..... Imroz (Lahore) November 18, 1981(U).

One of the basic reasons that has affected the standard of education is the institution of forced tuition flourishing throughout the country. The teachers are to be blamed for this menace. Many teachers give temptation to students that if they engage them for private tuition, they would pass the examinations with good marks. This evil is more in primary and secondary schools. It is due to private tuition that our teachers are not serious in their professional duties in class rooms. They come to the class simply to pass their time. Syllabus remains incomplete even at the close of the academic year. A student who does not engage his teacher for private tuition, either fails or gets poor marks. In spite of the fact that the Government knows it fully well, no action has so far been taken to check it. If this practice is not stopped, the standard of education will not improve.

51. SIDDIQI, Mohammad Yaseen. Tadrees Say Adamraghbat (Lack of Interest In Teaching) ..... Nawai Waqt (Karachi) November 23, 1981(U).

Very few teachers are now taking interest in getting admission in the Central Training College of Lahore. Only three years back admission in training institutes was considered a tough task. Now the required number of seats are filled with great difficulty. The main reason for this state of affairs is the fact that the service conditions of the teachers are not attractive as compared to other walks of life. The conditions of the teaching staff of primary, middle and high schools are really pitiable. Trained teachers keep on waiting for their posting.

The present policy of attaching more importance to college teachers is not fair. The need is to give equal importance to all levels of teachers.

52. TIGGA, Abudl Hamid. Moashray Mein Ustad Ka Kirdar (Teacher's Role in Society) ..... In: Moashra. School Aur Ustad, 150-159. Lahore, Amjad Book Depot. May, 1981(U).

A teacher has a very important role in society. However, the effectiveness of his role depends on his status in the society. In some societies, a teacher occupies a distinguished status, and in some he has no social status at all. Consequently he plays his role.

The role of a teacher in society is discussed in some detail under the headings: 1) status of a teacher; 2) the profession of teaching; 3) social role of a teacher as an individual of the society; and 4) teacher and society. It is concluded that a teacher has a sacred role to play and it is not possible without high social status.

53. TIGGA, Abudl Hamid. Ustad Aur Moashrati Ta'aleem (Teacher and Community Education) ..... In: Moashra, School Aur Ustad, 184-194. Lahore, Amjad Book Depot. May, 1981 (U).

A teacher is a big help in providing social education. He plays a pivotal role in all the programs which are developed for the betterment of a society.He plays a very active and useful role in the spread of adult education by convincing the adult illiterates in the benefits of education and by organizing adult education programs.

A teacher helps in social education by actively participating in the social affairs and by educating people in sharing their responsibilities of public life. The teacher is also helpful in providing population education and environmental education. Some discussion is made how a teacher can provide population and environmental education.

54. TIGGA, Abdul Hamid. Ustad Bataur Namunay Kay (Teacher As a Model) ..... In: Moshra, School Aur Ustad, 162-170. Lahore, Amjad Book Depot. May, 1981 (U).

A teacher is rightly expected to be a model in the society. He performs multiple responsibilities and in all his work he is expected to present an example. People follow and emulate a teacher. He influences the life in school by his academic achievements, by his discipline, by his sense of duty, and by his relations with students and other teachers. In the society, a teacher is the symbol of social and cultural values and presents an exemplary character before others. He takes active interest in the community affairs and is considered as a leader of the community.

55. TIGGA, Abdul Hamid. Ustad Ki Moashrati Khidmat (Social Services of a Teacher) ..... In: Moshra, School Aur Ustad, 173-182. Lahore, Amjad Book Depot. May, 1981 (U).

Social service is an important need of a society. There are a number of problems, a society faces either by its individuals or collectively. These problems may be in connection with economic matters, education, health and hygiene, moral etc. Different organizations help in solving these problems. A teacher, being socially conscious, is in much better position to solve these problems. He can organize social service program through his students. There are occasions when school students can undertake important social responsibilities, under the guidance of teachers, like in war, in flood and in the spread of education.

In a brief discussion, various social responsibilities have been pointed out, which a teacher can undertake.

TEACHING METHODS AND MEDIA

56. SHAIKH, Abul Qasim. Utility of Teaching Kit in Primary Schools with Reference to Concept Development, Replacement of Items-An Analytical Review ..... In: Report on the National Workshop on Textbook Evaluation, 51-62. Jamshoro, The Sind Textbook Board. 1980.

Growth in educational contents and in the educational population have created lot many problems. To overcome these educational problems, ways and means are being explored to break the centuries old traditions in teaching. For this, educationists and teachers, the world over, are fully capitalizing upon instructional resources which modern technology has placed at their disposal. In advanced countries there is a greater use of educational technology. However, most of the developing countries cannot afford the sophisticated material because of high cost. In most of the Asian countries efforts are being made to develop. inexpensive teaching material from indigenous resources.

The subject is discussed in some detail under the headings: 1) significance of instructional material; 2) teaching methods and instructional material; 3) curriculum standards and use of instructional materials; 4) development of teaching kit for primary schools in Pakistan; 5) the kit and concept development; and 6) the teaching kit experience in Sind.

WOMEN'S EDUCATION

57. AHMAD, Nasim. Girls' Colleges ..... Pakistan Times (Lahore) November 7, 1981.

A survey of physical conditions in Lahore's leading girls'

colleges makes depressing reading. It seems the Education Department is quietly allowing the rot of the rural areas to spread into the city. Lahore College for Women, with three and half thousand pupils, has classes with 75 students on an average, and in its science lecture theatres there is only standing room for students. While making plans for the transfer of teachers, the education authorities have failed to solve the crisis of staff shortage in girls' colleges. It is time the higher authorities looked into the working of the Education Department which has never been famous for efficiency in the past and is now more than ever in need of an overhaul.

58. ALI, Anita Gholam. Women's University .... Dawn (Karachi) December 1, 1981.

It is a fact that there are not enough layd teachers in Physics, Mathematics, Economics and most of other science subjects. Instead of wasting money on building women's universities, colleges should be upgraded, particularly in the far flung areas of the interior. The setting up of more hostels for working women and girl students would ease the situation caused by the unavailability of woman teachers for the colleges and schools, particularly in the rural areas. The establishment of women's universities will further reduce the market rate of women in employment areas, if the standards of these institutions could not compare favorably with those of the general and co-education universities. What then is the real objective?

59. AZAD, Akhtar. Women's University ..... Dawn (Karachi) December 7, 1981.

Is it not an irony of fate that a huge amount of money is about to be spent on three universities for women in provincial capitals at a time when millions of our young girls are deprived of basic primary education in the rural areas? All this is for only 15,000 women who insist that they are not receiving the best quality education, because they cannot go to general universities. However, all these women will be taught by male teachers and despite frantic search they will not find talented female professors. From the latest census figures, it is clear that we would require schools and colleges for 48 million children in 1990, half of whom would be females. How many universities and colleges can be built by the private and public sectors and for how long ?

60. AZIZ, Farrukh Nigar. Women's Universities .... Dawn (Karachi) December 3, 1981.

We are faced with unnumerable problems, which relate to the survival of the people and society. What we need is resources to

be directed to the development of educational contents and methodology. This will bring meaningful and relevant education to the millions of Pakistani women who are crushed under the burden of work. The prime need now is for colleges for women in smaller towns. But of course, above all, what is needed is raising the quality of education for both men and women in general throughout the country and needless controversy on an irrelevant issue as women's universities.

61. JAFFERI, Shakir Husain. Girls School ..... Dawn (Karachi) October 21, 1981.

Nindo Shaher is a large town with a population of about 5,000 in district Badin. It has a boys high school, a bank branch, post office and telephone etc. But regretfully this town lacks the very basic necessity of present day - a girls school. After hectic efforts by the citizens, a building has now been raised for a primary girls school but no teacher has been posted. A lady teacher was recently posted at Nindo Shaher to impart vocational training to girls. It is feared that the teacher may try to get the newly constructed building reserved for vocational training. This will be totally unjustified. It is hoped that the authorities concerned will be kind enough not to change the status of the school. It is demanded that postings of lady teachers be made for running the school without any delay.

62. KHAN, Khalid Ibrahim. Makhloot Ta'aleem Ka Khatma (The End of Co-education) ..... Imroz (Lahore) October 14, 1981 (U).

It is heartening to know that the Government has decided to do away with co-education in the country. Pakistan being an Islamic state, nobody would favour the continuance of co-education. This system has left a bad impact on society. There are other countries in the world where co-education receives no encouragement. There are numerous disadvantages in the co-education system. It creates immorality in educational institutions, and hampers smooth teaching. What is more, it is against Islamic teachings. The Government would do a great service if a total ban is imposed on co-education throughout the country.

63. KHURSHID, Abdus Salam. Khawateen University (Women University) ..... Mashriq (Karachi) November 27, 1981 (U).

The proposal for the establishment of Women's university is not a new one. Women universities do exist in a number of the countries. The objective is to remove difficulties created by

the co-education and provide a congenial atmosphere for girl students. The real problem before us is not the establishment of a women university, it is the objectives for which to establish such a university. These objectives could be achieved with the help of other methods. They are: 1) In a general university, where the number of female students is also big separate sections for both boys and girls may be started. If the number of female students is small there can be a partition in a class room as it is in the Oriental College of Lahore. 2) A separate lounge may be made for the use of female students for free period. 3) The seats of both the male and female students may be separated in departmental libraries. 4) There may be a female teacher in every department who, apart from the academic responsibility, will act as the adviser of the chairman of the department.

64. MAHMUD, Salim. Pakistani Women and Science and Technology .... Dawn (Karachi) November 6, 1981.

Some suggestions for the development of female education are given below; 1. Creation of a social environment in which women feel safe and secure to be able to go out of their houses. 2. Increasing the number of primary, middle and higher schools and colleges for women and establishing a number of exclusive women universities. These universities should not bar male teachers..However, the students should be exclusively women. Universities should offer a broad spectrum of courses including those in Sciences and Engineering. 3. Setting up of polytechnic institutes and vocational training centers, 4. All women receiving education in high schools and beyond should have qualifications and training to enable them to contribute to the progress of the country.

65. MUSTAFA, Zubeida. Women's University - Is it Necessary ? .... Dawn (Karachi) November 2, 1981.

For a developing country like Pakistan, it is a luxury to set up a women's university just to meet the need of the very small minority of women, which does not wish to study in a co-education institution. Instead, it would be more feasible to upgrade some women's colleges all over the country to enable them to hold post-graduate classes in selected subjects. This would make post-graduate education more easily accessible to women, who do not wish to study in a co-educational university. This scheme will be more realistic.

In view of the limited resources available and the shortage of teachers, it is obvious that the Government is not in a position to duplicate all courses of studies and disciplines for women.

One cannot really expect to have engineering colleges, medical colleges and the like exclusively for women all over the country.

GENERAL

66. AKHTAR, Hasan. Ta'aleemi Idaron Mein Nazm-o-Zabt (Discipline in Educational Institutions) ..... Nawai Waqt (Karachi) December 2, 1981(U).

Lack of discipline in educational institutions throughout the country has seriously affected the standard of education. There are many reasons for this. The foremost reason is the fact that the students are involved in politics. The student community has become a pawn in the hands of political leaders. The political leaders use the students for their own purpose. Another reason is the fact that most of the subjects taught are of little interest to students. They are forced to study such subjects because of their parents. There is no regard of the students' aptitude. In such a situation, in order to pass the examinations, the students take the help of notes and guides. They do not bother with textbooks. It is necessary that notes and guide books are banned and students are allowed to select their subject according to their own aptitude.

67. AMANULLAH, M. Ta'aleemi Inhetaat (Educational Down fall) .... Nawai Waqt (Karachi) October 16, 1981 (U).

If we probe into the causes of the deterioration of education we would come to the conclusion that it was the meddling of politicians that had greatly affected the the standard of education.

Since the establishment of Pakistan, a number of experiments have been made in the field of education. However, in the administrative sector there appears no change. The head has no power to call for an explanation from his employees for not performing their duties satisfactorily. In fact, success of educational policy depends entirely on the head of the institution. It is the head who can assess the work of both the teachers and the students. He is responsible for the academic and non-academic activities of the institution. It is he who is responsible for the academic work of the teachers. He cannot perform his duties satisfactorily with adequate powers.

68. BRELVY, Syed Altaf Ali, Mustaqbil Ki Zarooriyat Aur Nizam-e-Ta'aleem (Future Needs and the System of Education) .... Jang (Karachi) December 18, 1981 (U).

Science and technical education are receiving due attention in our

present system of education and so the commerce education. More and more students are seeking admission in these subjects. However, the number of institutions for science and techinaal education is not enough. As a result most of the students who want to get admission in this field feel disappointed. On the other hand, those who succeed in getting admission, find it very difficult to pay the unbearable admission and tuition fee. As a result this education remains the privilege of affluent class. This situation needs immediate government attention.

69. GHORI, Ahmad. Ta'aleemi Masa'il (Educational Problems) .... Mashriq (Karachi) October 2, 1981 (U).

There is a constant deterioration in the standard of education, particularly in the standard of education at primary, middle and secondary level. There are a number of reasons. For example, the number of students in a class is more than the capacity; the growing indiscipline among students; negligence of parents towards their wards; and teachers indifference towards their professional duties. These are some of the factors responsible for the deterioration in the standard of education.

It is generally felt that most of the teachers who are teaching in educational institutions are unable to cope with the changed circumstances and modified syllabus. What is needed now is to start refresher courses regularly for the teachers to keep them informed of the changed curricula and textbooks.

70. HASHMI, Khalid Mahmood. Degrean Aur Qabilyat (Degrees and Knowledge) ..... Imroz (Lahore) December 30, 1981 (U).

Sometimes back, the Public Service Commission expressed the view that those who now hold the degree of M.A. have not even the ability of the former matriculates. It is unfortunate that the authorities have not yet taken any step to improve the education standard, which has deteriorated to such an extent that the degrees now have lost their value. Voices are being raised continuously against the situation and suggestions made to improve the standard, but the Education Department is not taking any step. Malpractices are rampant in examination halls. Indiscipline among students has crossed the limit. The teachers are not taking any interest in their duties. It is high time that the authorities concerned take immediate steps to improve the educational standard.

71. MIRZA, Mohammad Tufail. Academic Decline .... Viewpoint (Lahore) October 22, 1981.

It is no secret that projects for educational uplift have not

contributed to genuine improvement. The truth is that academic standards have fallen to the lowest possible ebb. The Government have established many new institutions and increased the strength of the teaching staff. However, very little benefit has reached the vernacular and oriental teachers. No methodical efforts have been made to arrest the downhill slide in education. The reasons are many and varied. The basis of a child's education is laid in the primary stage. At this stage the institution is expected to set standards of education excellence, which is possible only if the teacher himself is competent and experienced. It is necessary to engage better people with proper aptitudes and dedication to the teaching profession.

72. SAAD, Ibrahim. Development of Reading Habits among Children .... In: Report on the National Workshop on Evaluation of Textbooks, 67-73. Jamshoro, The Sind Textbook Board. 1980.

Education is a life long process and hence the importance and need of developing healthy reading habits. Development of reading habits is the corner stone on which the entire edifice of educated human society is built.

The crux of the matter is how to inculcate reading habits, that is how to promote love of books in children. The subject has two aspects: 1) the problem of availability of suitable reading material, and 2) training of teachers in the methodology of promotion of reading habits. There is a detailed discussion on these two aspects. It is concluded that the promotion of reading habits is not the work of a single organization. Systematic studies are required to define the problems and solutions in integrating extra-curricular reading with formal education so as to create life long reading habits.

TEXTBOOKS (SPECIAL SECTION)

73. ABBASI, Abdul Majid. Intrinsic Analysis of Curricula and Textbooks for Primary Classes .... In: Report on the National Workshop on Evaluation of Textbooks, 26-35. Jamshoro, The Sind Textbook Board. 1980.

The quality of education cannot be improved without evolving an effective system of curriculum evaluation. Curriculum evaluation is a new concept developed in recent years. Evaluation in fact is the crux of curriculum enhancement and hence needs serious attention. There are different kinds and forms of evaluation which are briefly discussed under the headings: 1) the concept of intrinsic evaluation; 2) hypotheses-testing; 3) hypotheses seeking; 4) value seeking; 5) general criteria for curriculum evaluation; and 6) scientific criteria for curriculum analysis.

Some detailed discussion is made of the general criteria for intrinsic analysis of textbooks and specific criteria for analysis of textbooks which include content analysis and pedagogic analysis.

74. ALI, AManat. Textbook Scandal .... Dawn (Karachi) December 6, 1981.

When the Government discovered that there is a lot of money in textbook production, this commercial-cum-industrial undertaking was nationalized by setting up boards in each province. The authors were commissioned to write the books and thus the spirit of competition was gone. Whatever the commissioned authors produced had to be accepted. The results were the same as in other taken-over industries and commercial organizations. Not only the quality of the products deteriorated but also the balance between supply and demand could not be maintained. If we are unable to provide good schools to our children, we can at least give them good textbooks through which self-instruction at home is possible with a little guidance by any educated member of the family.

75. ALIZAI, Azizullah Khan. Primary Jamaton Ki Darsi Kutub Ki Tasnif, Ishaat, Aur Taqseem Kay Masail (Problems of Writing, Publishing and Distribution of Textbooks for Primary Classes) .... In: Report on the National Workshop on Textbook Writing, 86-92. Jamshoro, The Sind Textbook Board. 1980 (U).

The writing of textbooks is completely different from the writing of other books, and every writer cannot be a textbook writer. A textbook has its own peculiar demands. First of all a textbook is the reflection of the prescribed syllabus and it cannot deviate from it. Then a textbook is not expected to be outside the vocabulary level of the intended reader. A textbook writer is supposed to be well versed in the child psychology and knows fully well the interests and preferences of children. The knowledge of the learning process and the methodology of teaching is also a must for the textbook writer. Some discussion is made of the different problems and difficulties faced in writing of textbooks.

The problems of publishing and distribution of textbooks are discussed in some detail.

76. HALIM, M.M. A Critical Appraisal of Technical Editing of the Textbooks .... In: Report on the National Workshop on Evaluation of Textbooks, 36-39. Jamshoro, The Sind Textbook Board. 1980.

The textbook is the basic and compulsory tool of education and

we ought to strive hard to make it as attractive, durable and presentable as could be possible. A textbook does not spring out from a vacuum, nor it is a product of some solitary effort. It involves the efforts of authors, editors, subject specialists, designers and publishers.

The prevailing procedure of developing and preparing of textbooks is briefly discussed. It is pointed out that the role of editor is very important in the development and preparation of a textbook. The editor is a multi-purpose man in a developing country like Pakistan. He is editor, copy editor and proof reader, all rolled into one. The editor has not only to prepare scripts for the press but also run after the press. The author is critical of the restrains imposed upon the editor by the government policies.

77. HASHMI, Khalid Mahmood. Darsi Kitabon Ki Daraamad (Import of Textbooks) ..... Imroz (Lahore) December 2, 1981 (U).

There are a number of problems on the import of textbooks which need immediate attention and action by the authorities. The restriction on the import of textbooks has affected our academic system. Students who need these books are experiencing great difficulties. Particularly students belonging to higher education are facing problems. Attention of the authorities have repeatedly been drawn to this effect, but without any result. The bottle-necks placed on import of textbooks have to be removed as early as possible. It is suggested that the Book Foundation may be allowed to import textbooks and also undertake reprinting of foreign textbooks so that students could get textbooks on cheaper rates.

78. KHAN (Mrs.) Hajira Khatoon. Issues and Problems of the Punjab Textbook Board in connection with the Textbook Writing, Publishing, Distribution and Recommendations ..... In: Report on the National Workshop on Textbook Writing, 55-60. Jamshoro, The Sind Textbook Board. November, 1981.

The article presents the thinking of the Punjab Textbook Board on the writing, publishing and distribution of textbooks. It is pointed out that there are two main schools of thought with regard to the methodology in the writing of textbooks. The first prefers through competition and the second advocates use of commissioned authors. Merits and demerits of both these methods are discussed and it is pointed out that the Punjab Textbook Board right from its establishment adopted the method of writing textbooks through commissioned authors. The procedure involved in this method is briefly outlined.

The procedure regarding the publishing of textbooks is described and also the procedure of distribution of textbooks. In the end some suggestions and recommendations of the Punjab Textbook Board are presented for consideration.

79. MALIK, Qayyum. A Study of the Supplementary Reading Material for Primary Classes ..... In: Report on the National Workshop on Evaluation of Textbooks, 40-43. Jamshoro, The Sind Textbook Board. 1980.

The importance of supplementary reading material is self evident. In view of its importance, it is essential to make supplementary reading popular among the primary class students. There is a need for creating conditions in which the child may easily and joyfully make use of the available extra reading material.

The need for production of attractive, low-cost suitable books for children is emphasized. As compared to advanced countries, supplementary reading material for children was almost non-existent for a long time, and whatever, little that existed was unattractive in content, poorly illustrated and badly.printed. The efforts of the National Book Foundation in improving the production standard of children's books and bringing about suitable children's literature have been described in some detail.

80. MANGLORI, Mumtaz. Darsi Kutub Ki Tadveen (Editing of Textbooks) ..... In: Report on the National Workshop on Textbook Writing, 48-52. Jamshoro, The Sind Textbook Board. November, 1981 (U).

Editing is a difficult task and in no way less than the writing itself. As the writing of a textbook is a difficult job, and so the editing of a textbook. Having command over the subject, an editor of a textbook should also have full knowledge of the syllabus and its aims and goals. He should know what type of education is purported to be provided through the prescribed syllabus under which the textbook is being prepared. A good editor is expected to know the psychology of students, learning process of children, the subject of educational psychology, the vocabulary level of students and the level of students' knowledge.

A good editor should also have command over the subject matter, he is editing. He is also supposed to know the intricacies of the printing process, and the various stages involved in the production of a book. Some discussion is made about the different stages of editing.

81. NASEER, Khwaja Mohammad. Jaiza Nisabi Kutub Moashrati (Analysis of Textbooks of Social Studies) ..... In: Report on the National Workshop on Textbook Evaluation, 67-73. Jamshoro, The Sind Textbook Board. 1980 (U).

The writing of textbooks of social studies for primary classes is not an easy job, specially of a province like Baluchistan. The importance and various social problems of Baluchistan are discussed in brief. It is pointed out that the subject of social studes is now quite wide and it is no more confined to only history and geography of the area. Now it includes political science, economics, civics, sociology and social conditions.

Some discussion is made on the writing of textbooks. It is pointed out that for writing of textbook on social studies by district, it is better if local talents are available. In the absence of local writers, other writers can deliver goods, provided they have thorough knowledge of the area. Good remuneration for writers and the need for training in writing textbooks are emphasized. In the end a comparative study of the present textbooks with the prescribed syllabus is made.

82. RAFIQ, Saeed Ahmed. The Issues and Problems of Textbook Writing, Publishing and Distribution for Primary Classes along with Statistical Report and Recommendations of the Baluchistan Textbook Board ..... In: Report of the National Workshop on Textbook Writing, 63-66. Jamshoro, The Sind Textbook Board. Novermber, 1981.

Preparation of textbooks for primary classes is the responsibility of the Board. The difficulties and problems of writing books for primary classes are not many. The main problem is the dearth of good writers of children's books. A good children's book should have simple language, easy expression, interesting style and attractive get-up. However, the most essential quality is the psychological approach in a textbook. A common defect in our textbooks is the absence of graded list of words for different classes. It is pointed out that the use of graded vocabulary is a must for writing the textbooks.

The problems involved in publishing of textbooks are briefly mentioned. As regards distribution of textbooks, it is pointed out that there is no such problem in view of the fact that textbooks for primary classes are distributed free by the Government.

Some statistical information of the primary education in Baluchistan is provided along with the number of textbooks published by the Baluchistan Textbook Board over the years.

83. RAFIQ, Saeed Ahmad. Reorganization of Textbook Boards .... Some Issues and Recommendations ..... In: Report on the National Workshop on Evaluation of Textbooks, 63-66. Jamshoro, The Sind Textbook Board. 1980.

The main function of the textbook boards is to prepare the textbooks and to bring out them in market. The guidelines for the preparation of the textbooks are mentioned and the responsibilities of the boards in bringing the books in the market are described.

In the present set up, it is not possible to achieve these objectives. In order to achieve the desired goals the boards need immediate reorganization. Twelve suggestions have been put forward for the purpose of reorganizing the textbook boards. It is concluded that if the boards are reorganized on the proposed lines, they will be able to perform their duties properly and more efficiently.

84. Report of Evaluation Committees on Various Subjects ..... In: Report on the National Workshop on Evaluation of Textbooks, 74-124. Jamshoro, The Sind Textbook Board. 1980.

The Federal Ministry of Education organized a National workshop to undertake a comprehensive study of the whole process of textbook production. Evaluation committees were formed on different subjects to scrutinize the textbooks for class I to V. During the 5-day deliberations the committees thoroughly examined and evaluated the validity and usefulness of the books in the light of the present curriculum. For this purpose textbooks published by all textbook boards were collected and each book was examined separately.

The findings of the committees cover the subjects of Sindhi, Urdu, mathematics, science and social studies.

85. SAAD, Ibrahim. The Role of National Book Council in the Development and Improvement of Textbooks ..... In: Report on the National Workshop on Textbook Editing, 10-15. Jamshoro, The Sind Textbook Board. November, 1981.

Efforts at educational reforms and innovations have often been thwarted by the lack of suitable textbooks and other reading material to teach new curricula. The idea behind the creation of the National Book Council is the promotion of reading materials including textbooks and supplimentary reading materials. The main object of the Council is to stimulate and coordinate the publication and use of books as effective tools of national development, and to integrate book promotion plans into overall national development planning.

The National Book Council is actively engaged in the promotion of books including textbooks. A brief discussion is made of the Council's efforts in the textbook field under the headings: 1) why National Book Council; 2) progress report; 3) National Book Council in Pakistan; 4) surveys and studies; and 5) upgrading courses in bookfield.

86. SHAH, Syed Mohammad Saleh. Nisabi Kutub Ki Tasneef-o-Taleef Kay Masail (Problems of Writing and Compilation of Textbooks) .... In: Report on the National Workshop on Textbook Writing, 33-47. Jamshoro, The Sind Textbook Board. November, 1981. (U).

Education plays a basic role in regulating and improving human life. The means and methodology of the education process are determined by the syllabus. A syllabus is the key to national development under which the textbooks are written.

The qualities of a good textbook are pointed out and the necessary qualifications of a textbook writer are discussed. The qualities of a good textbook include: 1) suitable language; 2) use of graded vocabulary; and 3) relationship of the contents of the book with the past knowledge of the pupil. The qualities of a good textbook writer include: 1) the knowledge of children psychology and the knowledge of educational psychology; 2) the knowledge of the language in which he is writing; 3) long practical experience of teaching; 4) knowledge of old and modern teaching methodologies; and 5) interest in research.

Some discussion is made of the respective qualifies of textbooks of different subjects.

87. SHAH, Syed Mohammad Saleh. Nisabi Kutub Kay Musawadaat Ki Tayyari (Preparation of Manuscripts of Textbooks) ..... In: Report on the National Workshop on Evaluation of Textbooks, 44-50. Jamshoro, The Sind Textbook Board. 1980 (U).

There is a basic difference between the textbooks and other books. In textbooks the writer is not free to write what he likes. His writing is controlled by the considerations of the curriculum, the mental level of children, the standard of vocabulary in a class, the quantum of information to be provided to children, national needs and requirements, building of national character, aims and objectives of education and other similar considerations. Every writer cannot be a good textbook writer. Textbook writing requires special training, mature knowledge and hard work.

The working and methodology of textbook preparation and production are described in historical perspective. A critical analysis is

made of different textbook policies of the government. In some detail the working of the Sind Textbook Board and the experiments it made for improving the quality of the textbooks are discussed.

88. SIDDIQ, Khwaja Mohammad. Rehnumai Musannifeen-e-Darsiyaat (A Guidebook for Textbook Writers) .... In: Report on the National Workshop on Textbook Writing, 24-32. Jamshoro, The Sind Textbook Board. November, 1981 (U).

Guidelines are presented for writing, compiling and editing of textbooks. The first stage in writing a textbook is the acceptance of the assignment by the writer. The textbook writing is an assignment of great responsibility. Before accepting the writer should keep in mind the following requirements of textbook writing: 1) full knowledge of the subject; 2) knowledge of children psychology and educational psychology; 3) knowledge of the different teaching methods of the subject; 4) competency of writing according to the mental age and knowledge of vocabulary of the children; and 5) knowledge and belief in the general objectives of the education in the country.

The different stages of textbook writing include: 1) preparation of the plan of writing; 2) preparation of the outline of the book; 3) preparation of the notes of the lessons; 4) preparation of the manuscript for publishing; and 5) review of the entire manuscript before handing over the same to the publisher.

89. SIKANDER, M.B. Hamara Nisab (Our Syllabus) .... Mashriq (Karachi) October 18, 1981. (U).

Much has been written on the subject of syllabus, but the present outdated and hackneyed syllabus remains unmodified and unchanged. It is pointed out that the syllabus of primary stage needs immediate attention. The Textbooks that are being used in schools are not only unattractive, but content-wise full of errors. What is more, the printing of books is always defective and dull in presentation. So much so that the children pay little attention to them. It is very important that the textbooks are attractive, and the matter included is interesting for children. At present the number of textbooks a child has to read is very big. The number of textbooks needs to be reduced, so that our children could pay necessary attention to the textbooks.

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